

**Title:**                    **Developing e-communities of practice - Using YouTube as a tool for peer observation and reflective practice**

**Presenter:**        **Francine Warren**  
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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Discuss the benefits of peer observation as a tool for collaborative reflective practice
- Apply Laurillard's Conversational Framework to define the dialogic process that occurs in collaborative reflection
- Use Salmon's 5 stage model to structure the design and delivery of an e-project

### **Session Outline**

Context:

My trainees on an in-service PGCE (in lifelong learning) last year identified that reflecting on their own teaching supported their development, thereby concurring with the assertion from Mockler (2011) and O'Leary (2017) that career long reflection is instrumental in the development of a professional identity for teachers with "such reflection feeding into enhanced and updated knowledge and skills". They also expressed a desire to observe their peers in order to reflect on the teaching of others. Due to work commitments and time constraints, this was not possible. Furthermore, they were teaching in different settings across two counties. As a solution to this problem, the suggestion of videoing using mobile technology and digitally sharing practice arose, thus offering an opportunity for pedagogy to exploit technology (Laurillard 2008). This year's trainee teachers have formed e-communities of practice to share videos and reflections online.

This session will identify the benefits of supporting teachers to form a community of practice to promote peer observation and reflection. It will address the difficulties in persuading teachers to video themselves and share both the video and their reflections with colleagues and suggest methods for supporting them to "watch with purpose" (Harvard Best Foot Forward Project).

Delegates will gain an understanding of Salmon's 5 stage model for supporting the design and delivery of e-learning and Laurillard's Conversational Framework for mapping the process of learning.

## Session Activities and Approximate Timings

- Share learning outcomes for the session (2 mins)
- Group discussion activity on the perceived benefits/drawbacks of peer observation as a tool for developing teaching practice (8 mins)
- Identify time as a key drawback – elicit solutions and feed in videoing teaching and sharing on YouTube as the solution I have opted for (2 mins)
- Menti activity to identify predicted barriers to video and share approach – discuss and share/signpost Harvard Best Foot Forward ideas (10 mins)
- Theory underpinning the project:

Salmon's 5 stage model – group discussion to match stages of project to model

Laurillard's Conversational Framework – use Laurillard's 10 questions to map the solution proposed and assess possible application in own setting (13 mins)

- Review learning outcomes and plenary discussion/questions (10 mins)

## References

Harvard Best Foot Forward Project Retrieved from <https://cepr.harvard.edu/video-observation-toolkit>

Laurillard, D. 2009. *The pedagogical challenges to collaborative technologies*. International Journal of Computer-Supported Collaborative Learning, 4(1), 5-20. doi:10.1007/s11412-008-9056-2

Mockler, N. 2011. *Beyond 'what works': Understanding teacher identity as a practical and political tool*. Teachers and Teaching, 17(5), 517-528. doi:10.1080/13540602.2011.602059

O'Leary, M (Ed.). (2017). *Reclaiming Lesson Observation: Supporting excellence in teacher learning*. Oxon, Routledge

Salmon, G. 2006 *Back up materials and handouts from Gilly Salmon. Online bricklaying*. Retrieved from <http://www.sddu.leeds.ac.uk/wp-content/uploads/2016/02/handoutsGillyFeb06.pdf>

Salmon, G. *Five stage model* retrieved from <https://www.gillysalmon.com/five-stage-model.html>